

**Theme:** Recycling

**Prekindergarten Foundation for the Common Core Standards:**

Domain 5: Cognition and Knowledge of the World: Social Studies: Career Development: 8. Demonstrates interest and awareness about a wide variety of careers and work environments. b) Recognizes that people depend on community helpers to provide goods and services.

**Objective:** Students will explore how to recycle.

**Vocabulary:** trash, litter, plastic, landfill, compost, metal, paper, cardboard, garbage, sanitation workers, sanitation truck, recycle, recycle bins, aluminum cans

**Motivation:** Tell students, *"What do you think happens to your garbage?"*

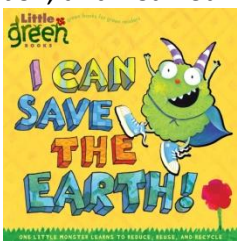
**Large Group Instruction:** The teacher will display a photograph of garbage. The teacher will ask students "What do you think happens to our garbage? Write down student responses on chart paper. Explain to students that sanitation workers pick up the garbage and take it to landfills. Tell children they are going to listen to the book *I Can Save the Earth!* to learn how we can recycle. Explain to students that the word recycle means to organize your garbage to reduce the amount of garbage that goes into the landfills. Read the book and pause to explain the vocabulary words. Ask students during read aloud, *"Why is it important not to have landfills near your house?"* Students will be asked to turn and talk with a partner, *"What can you recycle?"* After reading the story, the teacher will introduce the center time small group activity.

**Small Group Instruction:** During center time, the teacher will work with a small group of students to sort garbage into bins at the dramatic center. Students can pretend to sort garbage at home or pretend to be sanitation workers picking up the garbage.

**Differentiated Instruction:** Students will be provided with different size clean recyclable items and labeled recycling bins. For children who are beginning to understand the concept of recycling, they will be asked to sort one type of recyclable material. For children who understand the concept of recycling, they will be asked to recycle all items.

**Follow Up:** During lunch time, students can sort their garbage. At the end of the day, the teacher will discuss with students what they learned. The teacher will display photographs on the Science bulletin board of students sorting recyclables. A newsletter can be given to parents, so that parents can be motivated to recycle with their child at home.

**Materials:** Chart paper, markers, paper, plastic bottles, aluminum cans, cardboard boxes, pretend food, labeled recycle bins, sanitation uniforms, teacher handmade sanitation truck made from a large cardboard box, and *I Can Save The Earth!* book.



**Evaluation:** While students are working, the teacher will take photographs of students, write observational notes and/or use a checklist. The teacher will upload the photographs and type the observational notes onto the online The Work Sampling System® student assessment.

**Rubric:**

<b>The Work Sampling System® Performance Indicators:</b>	<b>Not Yet</b>	<b>In Progress</b>	<b>Proficient</b>
Interacts easily with one or more children.			
Interacts easily with familiar adults.			
Follows simple classroom rules and routines.			
Participates in the group life of the class.			
Uses expanded vocabulary and language for a variety of purposes.			
Ask questions and begins to solve problems that arise during explorations.			
Communicates experiences, observations, and ideas with others through conversations, representations, and/or behavior.			
Shows awareness of their environment.			
Uses emerging strength and control to perform simple tasks.			

**Checklist:**

**Key: N= Not Yet, I= In Progress, P=Proficient**

<b>Student Name:</b>	<b>Is student able to recycle cardboard independently?</b>	<b>Is student able to recycle paper independently?</b>	<b>Is student able to recycle aluminum cans independently?</b>	<b>Is student able to recycle plastic independently?</b>	<b>Is student able to recycle organics independently?</b>
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